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ABSTRACT

This occupational skills instructional guide on effective communication is one of twelve making up a curriculum guide on the human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, in either academic or vocational programs. This module is organized into six sessions: (1) personal factors affecting communication, (2) communication, a two-way process, (3) communicating spoken instructions, (4) written communication, (5) writing and interpreting instructions, and (6) communicating through body language. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g. basic speaking skills, following instructions); notes on the importance of the session topic; notes on materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

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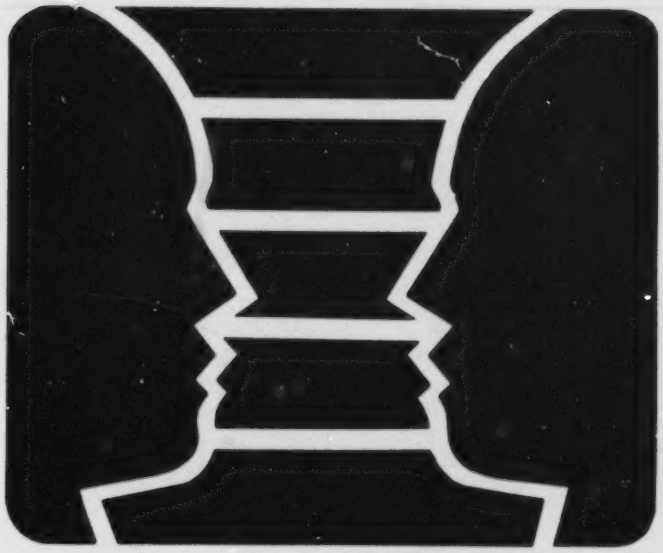
Methods And Materials For Teaching

Occupational Survival Skills



Effective Communication

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CE 018 561

EFFECTIVE COMMUNICATION

Methods and Materials for Teaching
Occupational Survival Skills

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Robert E. Nelson
Project Director

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The twelve Occupational Survival Skills Modules are not numbered. Instructors are encouraged to use Modules in any order that best fits their needs.

Effective Communication

Module Objective:

Students will understand the importance of effective communication in work situations and explore methods of communicating effectively on the job.

Topic Outline:

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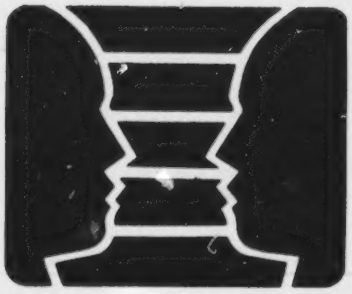


Effective Communication: Overview

Communication is important to the smooth and efficient operation of any organization. People use speech, written messages, and body language to give information to others. However, real communication does not take place unless another person is able to understand the information. When workers are unwilling or unable to exchange information, they may make mistakes, which result in inefficient work.

Communication is a skill which depends on three personal factors: a) self-concept, b) ability to listen, and c) ability to give information clearly. People who have poor self-concepts may have difficulty

talking with others,
admitting mistakes, or
accepting criticism.

People who have positive self-concepts usually have good communication skills because they can pay more attention to others.

Giving information clearly is vital to communication. When a person gives information which is unclear or incomplete, others may have to spend time and energy trying to find out what was meant. Often unclear information leads to costly mistakes, and to misunderstandings. People who communicate effectively learn to give information clearly, simply, and completely. People can insure that they are being understood by encouraging listeners to ask questions about the information.

Listening is sometimes not considered a skill which requires learning and practice. However, giving information is of little value unless someone listens and understands. Many times speakers are expected to take the entire responsibility for communicating. But listeners can help speakers give information more clearly by being attentive and showing interest. When listeners do not understand information, they can ask the speaker to explain more fully. When listeners understand information, they can let the speaker know by nodding or by indicating that they understand.

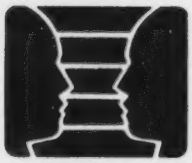
Written communication is also important in most organizations. Letters, memos, bulletin boards, forms, and employee handbooks are only a few of the many types of written information workers may send and/or receive. Asking

questions may be impossible when a person receives a written message; therefore, written messages need to be especially clear and complete. To avoid wasting the reader's time, written messages also need to be short and to the point.

Although we rarely pay conscious attention to body language, it is another vital means of communication. People often tell others more through their body language than through what they say in words. Body language also helps us understand spoken communication. For example, gestures can help make instructions clear to the listener. Facial expressions may tell whether a person is serious or joking. In addition, body language can give clues to whether instructions are understood. Listeners sometimes communicate their lack of understanding by a puzzled expression or by shrugging their shoulders. They may communicate their understanding by nodding their heads. By paying close attention to the body language of listeners, a person who is giving instructions will know whether further explanation is necessary.

Persons can use their own body language to become more effective listeners. By assuming an attentive posture and maintaining good eye contact with a speaker, people can become more involved in what the speaker is saying.

The activities in this module are designed to show the importance of effective communication in work situations. The activities also provide opportunities to practice communication skills.



SESSION ONE

TOPIC: Personal Factors Affecting Communication

OBJECTIVE: By completing and discussing the Communication Skills Survey, students will appreciate how their a) self concept, b) ability to listen, and c) ability to give information clearly can affect how well they communicate with others.

SURVIVAL SKILLS EMPHASIZED:

- Getting along with others
- Understanding written information
- Basic speaking skills
- Knowing your strengths and weaknesses
- Knowing what is expected

IMPORTANCE: Most workers need to communicate with others such as co-workers, supervisors, subordinates, and customers. How well people communicate depends on a) how they view themselves, b) how well they listen, and c) how well they give information. This session is designed to help students develop an understanding of how these three factors affect their ability to communicate. In addition, students will have an opportunity to assess their communication skills and become aware of the skills they need to improve.

MATERIALS AND EQUIPMENT: Student Worksheet #1 - Communication Skills Survey

ACTIVITY: Communication Skills Survey*

1. Distribute Student Worksheet #1 - Communication Skills Survey to each student.

2. Read the directions for completing the survey before the students begin.

*Adapted with permission from Millard J. Bienvenu, Sr., The 1974 Annual Handbook for Facilitators, Pfeiffer and Jones.

3. Emphasize that the survey is for personal evaluation and will not be seen by the instructor.

4. Have students complete the worksheet.

FOLLOW-UP:

1. Write on the chalkboard the following three personal factors that affect communication and are sampled by the Communication Skills Survey:

   - self concept
   - ability to listen
   - ability to give information clearly

2. Ask students to write their own definitions of self concept on a sheet of paper. Have several students read their definitions to the class. Use these student definitions to derive one composite definition. For example:

   - Self concept means the opinions persons have of themselves.

3. Have the students discuss how self concept affects a person's ability to communicate. For example, a person who has a poor self concept may have difficulty:

   - conversing with others
   - admitting mistakes
   - accepting criticism

4. Discuss questions 1 through 11 of the Communication Skills Survey with the class. These questions deal with self concept. Answers which reflect a positive self concept are:

   1. no, 2. no, 3. no, 4. no, 5. no, 6. yes,
   7. no, 8. no, 9. yes, 10. no, 11. yes

   - The instructor should discuss each question with the class and have the students suggest ways that each question might apply to a work situation. On the basis of their responses to the questions just discussed, have the students rate their own self concepts as a) highly positive, b) slightly positive, c) slightly negative, or d) highly negative. No discussion of specific student ratings is necessary, but the class may wish to discuss some general ways of improving their self concepts.

5. Ask the students to define listening, and explain how it affects communication on the job. Use the student definitions to derive one definition and write the composite definition on the chalkboard.

   - Listening is more complicated than the physical process of hearing. Hearing is done with the ears, while listening occurs when the listener understands the speaker's meaning. Effective communication cannot occur if the receiver of the information is not listening. In order for workers to complete assignments successfully, they must listen to instructions rather than just hear them.

6. Discuss questions 11 through 18 from the Communication Skills Survey with the class. These questions deal with the skill of listening. Answers which indicate an ability to listen are the following:

   11. yes, 12. no, 13. yes, 14. no, 15. yes, 16. no, 17. yes, 18. yes

   NOTE: Some of the questions relate to more than one of the personal factors being discussed. For example, question 11 relates to both self concept and listening.

   - The instructor should discuss each question with the class and have the students suggest ways that each question might apply to a work situation. On the basis of their responses to the questions on the worksheet, ask students to rate their listening skills as a) good, b) average, or c) needing improvement.

7. Ask the students to define what is meant by the ability to give information clearly and explain how this skill affects communication on the job. Use the student definitions to derive one definition and write this composite definition on the chalkboard.

   - Giving information clearly is the ability to communicate so that the receiver can understand what is meant. Information should be given simply and completely. Just because information is clear to the person giving it, it is not necessarily clear to the receiver. A person who is skilled at giving information clearly often checks with the receiver to see if the information is understood.

8. Discuss questions 6, 10, and 18 through 21 from the Communication Skills Survey. These questions deal with the skill of giving information clearly. Responses that indicate an ability to give information clearly are the following:

   6. yes, 10. no, 18. yes, 19. yes, 20. no, 21. yes

   - The instructor should discuss each question with the class and have the students suggest ways in which each question might apply to a work situation. On the basis of their responses to these questions, ask students to rate their skill at giving information clearly as a) good, b) average, or c) needing improvement.

Student Worksheet #1 Communication Skills Survey

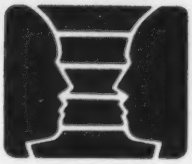
Complete the following survey as quickly as you can without talking to anyone else. It is important that you answer all the questions honestly. This is not a test. There are no right or wrong answers.

Check the YES column when you would answer the question "most of the time" or "usually." Check the NO column when you would answer the question "seldom" or "never." Please answer each question either YES or NO.

	YES (most of the time or usually)	NO (seldom or never)
1. Do you have difficulty talking with other people?		
2. Do you have difficulty expressing your ideas when they are different from the ideas of people around you?		
3. Do you have difficulty accepting criticism from others?		
4. Do you feel upset when someone disagrees with you?		
5. Do you agree with others just because you are afraid they will be angry with you if you don't?		
6. Are other people usually interested in what you have to say?		
7. Do you believe that other people wish you were a different kind of person?		
8. Do others say that you always seem to think you are right?		
9. When you know that you are wrong about something, do you admit it?		
10. When you are trying to explain something, do you feel like other people are putting words in your mouth?		

Student Worksheet #1 Communication Skills Survey (continued)

	YES (most of the time or usually)	NO (seldom or never)
11. When you are given instructions you don't completely understand, do you ask the person to explain?		
12. In conversation, do you seem to talk more than other people?		
13. In conversation, do you let the other person finish talking before you reply?		
14. Do you find yourself not paying attention when other people are talking during a conversation?		
15. Do you try to understand what other people say?		
16. Do you pretend you are listening to others when actually you are not?		
17. Can you tell the difference between what people are saying and what they may be feeling?		
18. While speaking, are you aware of how others are reacting to what you are saying?		
19. Do your words come out the way you want them to in conversation?		
20. Do you usually assume that other people know what you are trying to say without explaining what you mean?		
21. Do you help others to understand you by saying how you think, feel, and believe?		



SESSION TWO

TOPIC: Communication: A Two-Way Process

OBJECTIVE: Students will become aware of a) the three elements of communication and b) the importance of two-way communication in job situations.

SURVIVAL SKILLS EMPHASIZED:

- Basic speaking skills
- Using initiative
- Knowing what is expected
- Following instructions
- Adjusting to work situations

IMPORTANCE: Communication involves a sender, a message, and a receiver. If any oneof these parts is missing, communication breaks down. In a work situation, workers send and receive spoken messages. In this session, studentswill explore how the sender and receiver can affect the way a message is understood and, therefore, the way a task is done. Students will also discover ways they can become more effective senders and receivers of messages.

MATERIALS AND EQUIPMENT:
Transparency #1 - Elements of Communication
Transparency #2 - Two Way Communication
Two matched sets of various blocks (building blocks, Lincoln Logs, tinker toys, etc.). Each set should have between 20 and 30 pieces of various sizes, shapes, and colors).
A screen or visual barrier, such as a large poster board.
Overhead projector

ACTIVITY: Defining Communication

1. Have students write their definitions of the term "communication" on a sheet of paper.

2. Ask several students to read their definitions to the class.

3. Have the class agree on one definition by combining the various definitions, and write this composite definition on the chalkboard. For example:

   - One definition of communication might be "an exchange of thoughts, opinions, or information."

4. Ask students to list the ways communication is accomplished on the job. Some examples of ways people communicate on the job are:

   - Talking and listening (spoken communication). For example, giving and receiving spoken instructions for a job to be completed would be spoken communication.

   - Writing and reading (written communication). Instructions and other messages are often communicated through office memos, letters, bulletin boards, and employee handbooks.

   - Gesturing or showing expressions through motions of the body (non-verbal communication). A pat on the back for a job well done or a frown from across the table during a meeting are both examples.

5. Project Transparency #1 - Elements of Communication on the overhead projector to illustrate the three elements of communication:

   - the SENDER (the person giving the message)

   - the MESSAGE (the information being communicated)

   - the RECEIVER (the person who is meant to receive the message)

ACTIVITY: Communication Blocks*

1. This activity demonstrates the importance of listening and asking questions when receiving communication.

2. Ask for two volunteers to participate in a demonstration for the class.

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- Have the volunteers sit facing the rest of the class with a set of blocks in front of each person.

- Assign one volunteer to be the SENDER and the other to be the RECEIVER.

- Place a screen or visual barrier between the participants so they cannot see each other's work, or have them sit back to back.

3. The SENDER now arranges the pieces in any way, using all pieces, and telling the RECEIVER how to arrange his or her pieces in the same way.

   - The SENDER gives directions as each piece is put into place.

4. The SENDER may say as much as desired in describing each piece. The SENDER may, for example, give the location and position of each piece. The RECEIVER must remain silent, ask no questions, and give no signs regarding the instructions. The RECEIVER simply does exactly what he or she is told.

5. The class members can see both arrangements as they develop. Naturally, they may react in various ways, even though they may be reminded to say nothing to help the participants. The SENDER may pick up these cues (sighs, laughs, chuckles, etc.) and become more careful about giving directions as the activity continues.

6. After all pieces have been placed, have the two volunteers compare their arrangements. Since there are likely to be many small (sometimes large!) differences between the arrangements, this usually leads to a lively discussion of why the "communication" did not produce the desired results. The following questions may be asked to guide the discussion:

   - Why are the two arrangements different?

   - Did the directions seem clear to the SENDER? To the RECEIVER? To the class members? If so, how? Did this communication have any effect on the SENDER and RECEIVER?

   - What might happen in a work situation in which "communication" occurs only in one direction?

   - What is the worker's responsibility when receiving instructions or other communication?

7. The same procedure is repeated with other volunteers from the class with one difference. For the second round, the RECEIVER may ask any questions necessary to clarify the instructions.

FOLLOW-UP:

1. Using Transparency #2 - Two Way Communication, explain how communication took place between the SENDER and the RECEIVER in each round of the Communication Blocks activity.

   - The first round allowed information to pass only one direction: from the SENDER to the RECEIVER.
   - The second round allowed information to pass in both directions: the RECEIVER was allowed to ask any questions necessary to clarify the instructions. In most cases, the exercise is completed more accurately and efficiently when two-way communication occurs.

2. To summarize the activity, the instructor may wish to use the following questions for discussion:

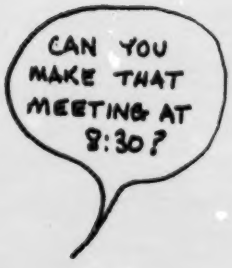
   - Why were directions misinterpreted during the first round?
   - What differences were there when the RECEIVER was allowed to ask questions?
   - How did the RECEIVER'S questions help the SENDER to give clearer directions?
   - In work situations, who is responsible for communicating effectively?
   - In work situations, how can people who give directions make sure their directions are understood?
   - In work situations, how can people who receive directions make sure they have understood correctly?
   - Can you think of examples of people making mistakes because they did not understand directions and yet did not ask questions? How could the situation have been prevented?

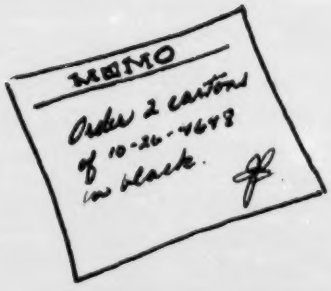
3. (OPTIONAL) Ask students to be aware of examples of one-way "communication" and two-way communication for the rest of the day. Have them bring examples they have noticed to class for discussion.

Transparency #1 Elements of Communication

SENDER

MESSAGE



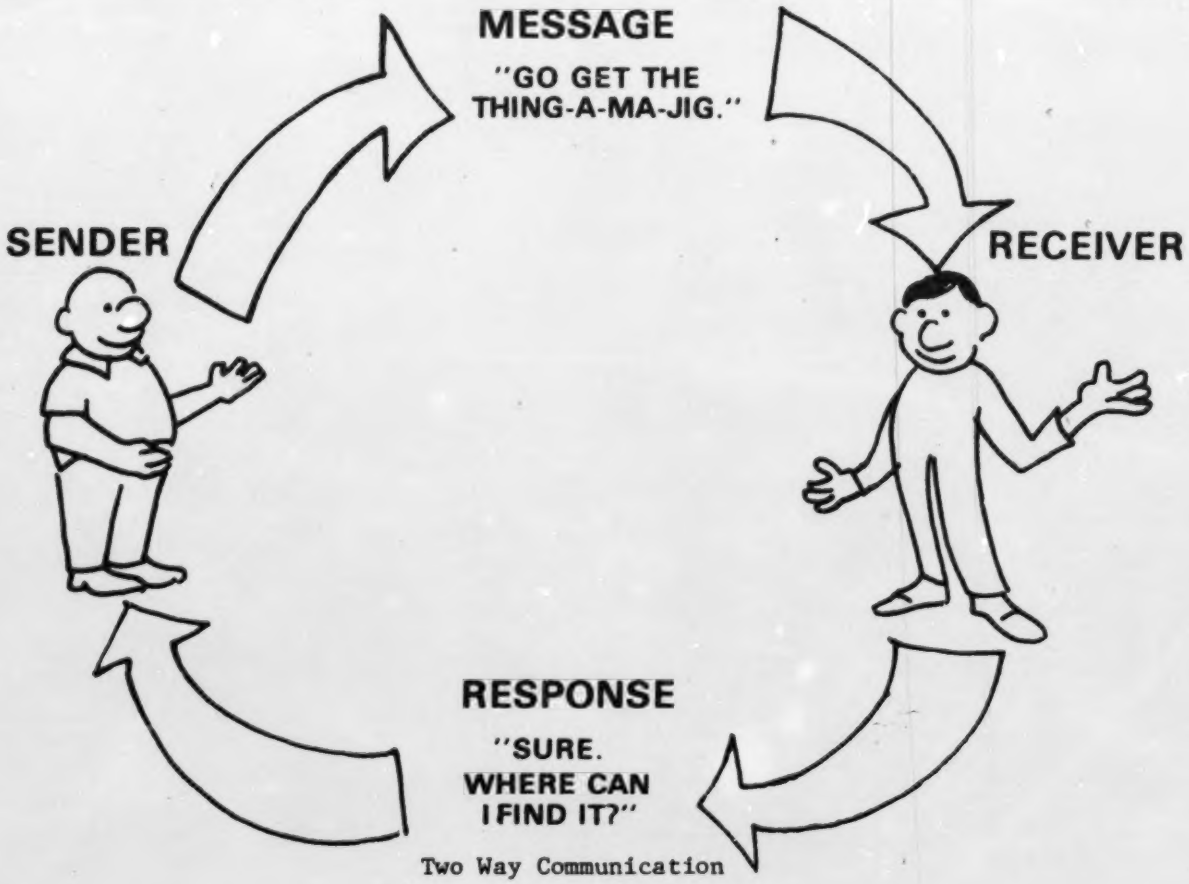


RECEIVER

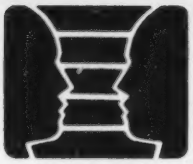
EFFECTIVE COMMUNICATION 13

Transparency #2 Two Way Communication

One Way Communication



Two Way Communication



SESSION THREE

TOPIC: Communicating Spoken Instructions

OBJECTIVE: Students will practice giving and receiving spoken instructions and will appreciate the importance of giving and receiving instructions effectively in work situations.

SURVIVAL SKILLS EMPHASIZED:

- Basic speaking skills
- Organizing the work activities of others
- Knowing what is expected
- Following instructions

IMPORTANCE: In almost every work situation, directions or instructions for completing a task are given by one person to another. A supervisor gives instructions to employees, and employees may give instructions to each other. Instructions must be clear, concise, and complete in order to be understood. The person giving the instructions must be sure that the person receiving the instructions has understood. Giving and receiving verbal instructions is a skill used daily by most workers. Students need to practice this skill.

MATERIALS AND EQUIPMENT:
Student Worksheet #2 - Pick-up Truck Instructions
Student Worksheet #3 - Supply Room Instructions

ACTIVITY: Giving and Receiving Instructions

1. Tell students that in this activity they will use their skills in a) listening to job instructions and b) communicating job instructions correctly to someone else.

2. Explain that a team of five students will leave the main classroom. As they are brought back into the room, one at a time, they will be given a set of instructions.

3. Explain that you will read the instructions aloud to the first team member coming back into the room. This first member will try to remember the instructions so that he or she can communicate these instructions to the next student coming into the main classroom.

4. In turn, each of the five team members will hear the instructions and then attempt to repeat them to the next member. This procedure will be repeated until all five students have participated. The fifth team member will repeat the instructions to the entire class.

5. The person receiving the instructions may not ask questions. The person giving the instructions may not repeat the instructions.

6. Distribute Student Worksheet #2 - Pick-up Truck Instructions. Students not participating in the passing of information will listen as each person repeats the instructions, noting any mistakes on Worksheet #2.

FOLLOW-UP: 1. After the activity is completed, have the students use their worksheets to answer the following questions:

- How did the instructions change as they were passed from person to person? What was added or left out?
- What effect could mistakes in the instructions have on the way the job is done?
- (To team members): How could you improve the giving and receiving of instructions?

  Examples: asking questions
  repeating the instructions
  writing the instructions down

- (To team members): Do you think that asking questions and repeating the instructions would improve accuracy? Why or why not?

2. Select another team of five class members and repeat the procedure using Student Worksheet #3 - Supply Room Instructions. This time, allow team members to ask questions, repeat instructions, or take notes.

3. Students not participating in the passing of information will note mistakes on the worksheet in Column A as before. In addition, have them note in Column B how each team member made sure he or she understood the instructions.

4. After the second team has completed the exercise, conduct a group discussion of the following questions:

   - Was the second team more accurate than the first team? Why?
   - (To team members): Did asking questions help you to understand the instructions? Why?
   - (To team members): Did it help you to repeat the instructions? Why?
   - What are the hazards of giving spoken instructions?
   - How can these hazards be avoided?

     Examples: take written notes
     ask questions
     repeat instructions
     pay close attention

   - How can we improve our skills in giving spoken instructions?

     Examples: state instructions simply
     ask if there are any questions
     state instructions slowly

   - List additional ways of making sure we give and receive instructions correctly.

     Examples: assign numbers or steps to each part of the instructions
     when giving instructions, tell the reason for doing a task
     don't trust your memory. You may be given additional information, which may confuse you or cause you to forget.

Student Worksheet #2 Pick-up Truck Instructions

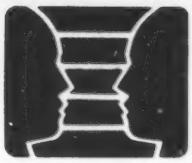
Ask Jim Richards for the key to the blue pick-up truck. Drive the truck to the automotive shop in Building B. Tell the mechanic to change the right front tire. Ask the mechanic to leave the ignition key under the left sun visor. Tell Rupert to go to the shop tomorrow morning and drive the truck back here.

TEAM MEMBER	MISTAKES
#1	
#2	
#3	
#4	
#5	

Student Worksheet #3 Supply Room Instructions

Go to the supply room at the west end of the ground floor of the building. Ask for three small packages for Linda Ames. The clerk will give you two copies of the invoice. Check the invoice with the clerk. Sign the white copy and deliver the three packages and the yellow copy to Linda Ames in the Accounting Office.

Team Member	MISTAKES Column A	How did the person make sure he/she understood the instructions? Column B
#1		
#2		
#3		
#4		
#5		



SESSION FOUR

TOPIC: Written Communication

OBJECTIVE: Students will practice the skill of writing concisely and clearly and will understand the importance of written communication in job situations.

SURVIVAL SKILLS EMPHASIZED:

- Basic writing skills
- Understanding written information
- Following instructions
- Knowing what is expected

IMPORTANCE: Most work situations involve sending and/or receiving written instructions and other written information. Examples of written communication include: a) business letters, b) office memoranda, c) reports, d) manuals, e) forms, f) applications, and g) bulletin boards.

Written communication should be easily and quickly understood by readers. Essential details must be included, but all unnecessary details should be left out. Good written communication contains words and sentences that leave no doubt in the reader's mind. The reader must be able to understand exactly what the writer means, without asking questions. Clear, concise written communication helps workers complete their work efficiently.

MATERIALS AND EQUIPMENT:
Student Worksheet #4 - A Letter from the Personnel Department
Student Worksheet #5 - Concise Writing I
Student Worksheet #6 - Concise Writing II
Transparency #3 - Possible Answers to Concise Writing II
Overhead projector

ACTIVITY: Complete Information

1. Distribute Student Worksheet #4 - A Letter from the Personnel Department to all students.

2. Read the directions to the students and have them complete the worksheet.

FOLLOW-UP: 1. Students should be asked if the letter was complete and clear in its communication. A list of the information needed in the letter to make it complete and clear might be written on the chalkboard. For example:

- Department name and address
- Date of meeting (two weeks from when?)

a. Time of meeting (8:00 a.m. or p.m.?)

b. What is expected of the employee at the meeting? (Participation could mean asking questions or making a presentation.)

c. Who should be notified if it is impossible to attend?

2. Students may be asked to read their letters as they have rewritten them to the class. The other students may be asked to comment on the completeness and clearness of the revised letters as they are read.

ACTIVITY: Writing Concisely

1. Distribute Student Worksheet #5 - Concise Writing I to all students.

2. Read the directions to the class and have them complete the worksheet.

3. The correct answers to Student Worksheet #5 are:

1. I	6. G	11. S	16. V	21. A
2. L	7. C	12. P	17. Y	22. Q
3. T	8. F	13. O	18. H	23. X
4. K	9. J	14. B	19. M	24. N
5. E	10. D	15. U	20. W	25. R

4. Distribute Student Worksheet #6 - Concise Writing II to all students.

5. Read the directions to the class and have them complete the worksheet.

FOLLOW-UP:

1. Use Transparency #3 - Possible Answers to Concise Writing II to aid in a discussion of ways to make the letter more concise.

2. Emphasize that concise writing means avoiding big words and long phrases. Concise writing is easier to understand.

Student Worksheet #4
A Letter from the Personnel Department

Imagine that you have just received the following letter from the Personnel Department where you work. Read the letter and note carefully all the information and instructions it is communicating to you. At the bottom of the sheet, list any questions that you might have about the letter. On a separate sheet of paper, rewrite the letter in a complete, clear, and concise manner, which answers your questions. You have 15 minutes to complete this activity.

Dear Employee,

Your presence is required at a meeting for all employees of your department. The meeting will be in two weeks at eight o'clock in the personnel office.

The meeting will deal with possible new procedures for operating your department. The Company is concerned with the current out-dated methods of operation and is looking for ways to streamline the operation.

Your participation will be expected at the meeting. If for some reason it is impossible for you to attend the meeting, you are required to give notification.

Sincerely,

Jean Ryan
Personnel Manager

Questions:

1.

2.

3.

4.

Student Worksheet #5 Concise Writing I

Certain phrases are underlined in the sentences in Column 1. Words with similar meanings are given in Column 2. For each underlined phrase, find the matching word and then write the letter for that word in the blank at the beginning of each sentence.

COLUMN 1	COLUMN 2
_____1. Please do not fail to bear in mind the importance of accuracy.	A. tell
_____2. Nothing has been heard from him up until this time.	B. soon
_____3. In times past all requisitions had to be signed by Mr. Brown.	C. notice
_____4. We are in a position to fill your orders promptly.	D. best
_____5. There is a possibility that the package is lost.	E. perhaps
_____6. Please place emphasis upon courtesy when you train new personnel.	F. surely
_____7. Your attention is called to the attached delivery ticket.	G. stress
_____8. There is no doubt that she will arrive tomorrow.	H. free
_____9. We find it impossible to quote on the job.	I. remember
_____10. We want the highest possible quality of cartons.	J. can't
_____11. He is of the opinion that sales will increase next month.	K. can
_____12. This letter should be answered without delay.	L. yet
_____13. Your statement is not subject to misinterpretation.	M. (omit completely)
_____14. She will make a decision in the near future.	N. then
_____15. That article is out of stock at this moment.	O. clear
_____16. The building should be located in the neighborhood of a main highway.	P. promptly
_____17. We have a manufacturing establishment in Albany.	Q. ends
_____18. Defective merchandise is replaced without charge.	R. only
_____19. Summarize his report in a few words.	S. thinks
_____20. She almost never loses a day because of illness.	T. once
_____21. Please issue instructions to your staff to follow this new procedure.	U. now
	V. near
	W. rarely
	X. if
	Y. business

_____22. Please make sure that this practice does not continue.

_____23. In the event that Mr. Harris comes early, please ask him to wait.

_____24. I shall be glad to see him at that time.

Student Worksheet #6 Concise Writing II

The following letter contains 21 phrases which can be replaced by one word or omitted completely. Underline these phrases and write a one word synonym above each.

August 12, 19__

Dear Friend,

Our manufacturing establishment will be opening a new store in the neighborhood of your home in the near future. In the event that you are not already familiar with Wylie Shoes, we would like to place emphasis upon the advantages of our shoes.

We are of the opinion that we manufacture the highest quality of shoes possible. In addition, our shoes carry a one year guarantee. In the event that you are not completely satisfied with our shoes, we will without delay repair or replace them without charge. Our policy is not subject to misinterpretation. We have never refused to repair or replace a pair of Wylie shoes up until this time.

Your attention is called to the fact that in times past we have found it impossible to offer our shoes to customers at sale prices. At this moment, however, we are in a position to offer you an excellent bargain. From August 16 to August 31 the enclosed coupon will enable you to buy any pair of shoes in our new store at a 20% discount.

Do not fail to bear in mind that this sale will not continue past August 31. Visit our new Wylie Shoes Store in the near future. There is no doubt that you will be pleased with our products and our service.

Yours truly,

Melvin Scrugges
Sales Manager

Transparency #3
Possible Answers to Concise Writing II

August 12, 19__

Dear Friend:

Our business manufacturing establishment will be opening a new store in the near neighborhood of your home in the near future soon. In the event that if you are not already familiar with Wylie Shoes, we would like to place emphasis upon stress the advantages of our shoes.

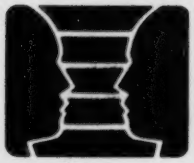
We are of the opinion that we think that we manufacture the highest quality of best shoes possible. In addition, our shoes carry a one year guarantee. If In the event that you are not completely satisfied with our shoes, we will without delay immediately repair or replace them without charge free. Our policy is not subject to misinterpretation clear. We have never refused to repair or replace a pair of Wylie shoes up until this time yet.

Your attention is called to the fact Notice (or omit completely) that in times past once we have found it impossible to offer our shoes to customers at sale prices couldn't. At this moment Now, however, we are in a position to can offer you an excellent bargain. From August 16 to August 31, the enclosed coupon will enable you to buy any pair of shoes in our new store at a 20% discount.

Do not fail to bear in mind Remember that this sale will not continue past ends August 31. Visit our new Wylie Shoes Store in the near future soon. There is no doubt that Surely (or omit completely) you will be pleased with our products and our service.

Yours truly,

Melvin Scruggs
Sales Manager



SESSION FIVE

TOPIC: Writing and Interpreting Instructions

OBJECTIVE: After writing instructions to other class members, students will appreciate the importance of writing clear and concise messages.

SURVIVAL SKILLS EMPHASIZED:

- Basic writing skills
- Understanding written information
- Working under pressure
- Following instructions
- Managing time efficiently

IMPORTANCE: In SESSION TWO, students discovered the importance of a two-way exchange of information to effective communication. However, written communication can usually occur only in one direction. For this reason, written messages need to be clear and complete. In other words, written messages must answer questions before they are asked. Most workers send and/or receive written messages. Clear, complete messages help workers carry out tasks more efficiently by avoiding confusion and misunderstanding.

MATERIALS AND EQUIPMENT: Student Worksheet #7 - Writing Instructions I
Student Worksheet #8 - Writing Instructions II

ACTIVITY: Writing Instructions

1. Tell the students they are going to perform an activity in which they will write instructions as clearly and concisely as possible.

2. Give half the class Student Worksheet #7 - Writing Instructions I and the other half of the class Student Worksheet #8 - Writing Instructions II. Two or three students may be assigned to observe the students' reactions to the activity.

3. Tell students they are to write instructions telling another person how to draw the design on their worksheet. The written instructions will be the only communication allowed.

4. While students are writing instructions, note students' expressions of frustration, such as sighing, giving up, or expressing anger.

5. After 15 minutes, have students who have Student Worksheet #7 exchange the instructions they have written with students who have Student Worksheet #8.

6. Give students 10 minutes to draw the figure from the instructions written by another student. Students are <u>not</u> allowed to look at the original drawing.

7. Note students' expressions of frustration while students are drawing the figures.

FOLLOW-UP:

1. Allow students to compare their drawings with others and with the original design.

2. Use the following questions to discuss the results of the activity:

   - Did you have difficulty writing the instructions? Why or why not?
   - Were the instructions you read complete and clear?
   - Did you follow the instructions you read <u>exactly</u>?
   - Did you feel frustrated either a) writing the instructions or b) following the directions written by another student?

3. Select the drawings which are most like the original design. Ask the students who drew these designs to comment on the completeness and clearness of the instructions they received.

4. List on the chalkboard the features of the instructions that made them easy to understand. Some examples might be:

   - The instructions were broken down into steps.
   - The instructions followed a logical sequence.

- The instructions included all important details.
- The instructions used numbered steps, so that each step could be identified easily.

5. Discuss the frustration that occurred during the activity:
   - What caused the frustration?
   - How did students express frustration? Use notes taken while students were writing instructions and while they were drawing the design from student instructions to illustrate expressions of frustration. If student observers were used, have them explain what expressions of frustration they saw.
   - Did any students just give up?
   - How can workers deal with frustrations on a job?

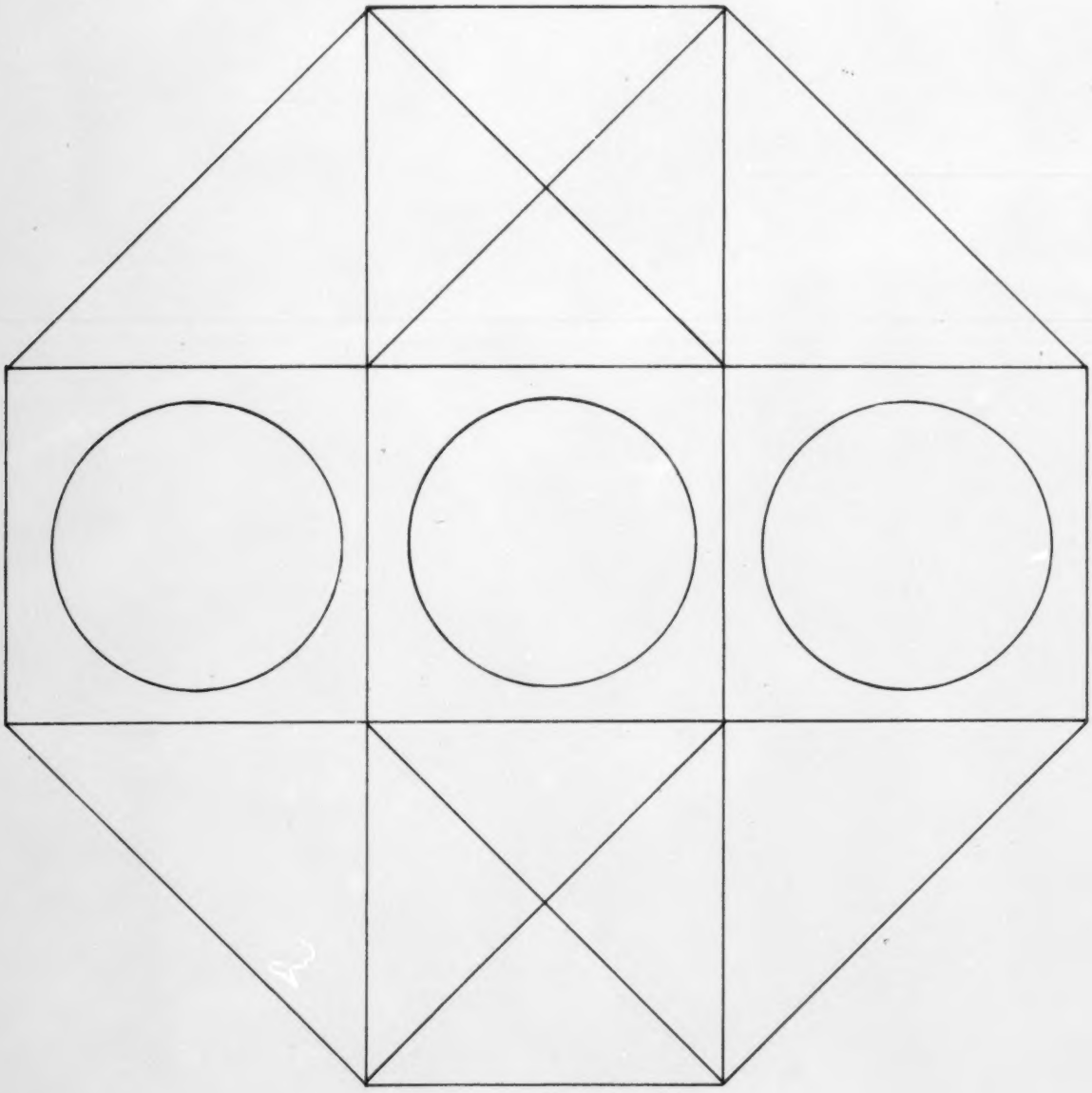
     Examples: talk with supervisor to try to eliminate causes of frustration.
     talk with co-workers to find out how they deal with frustration.
     work out frustration in physical activities such as bowling.

6. Discuss what workers should and should <u>not</u> do when they receive unclear written instructions.

7. (OPTIONAL) To give students a chance to see if they can improve their skills, have them write instructions for a task such as how to make a paper cup, hat, or airplane by folding a sheet of paper.

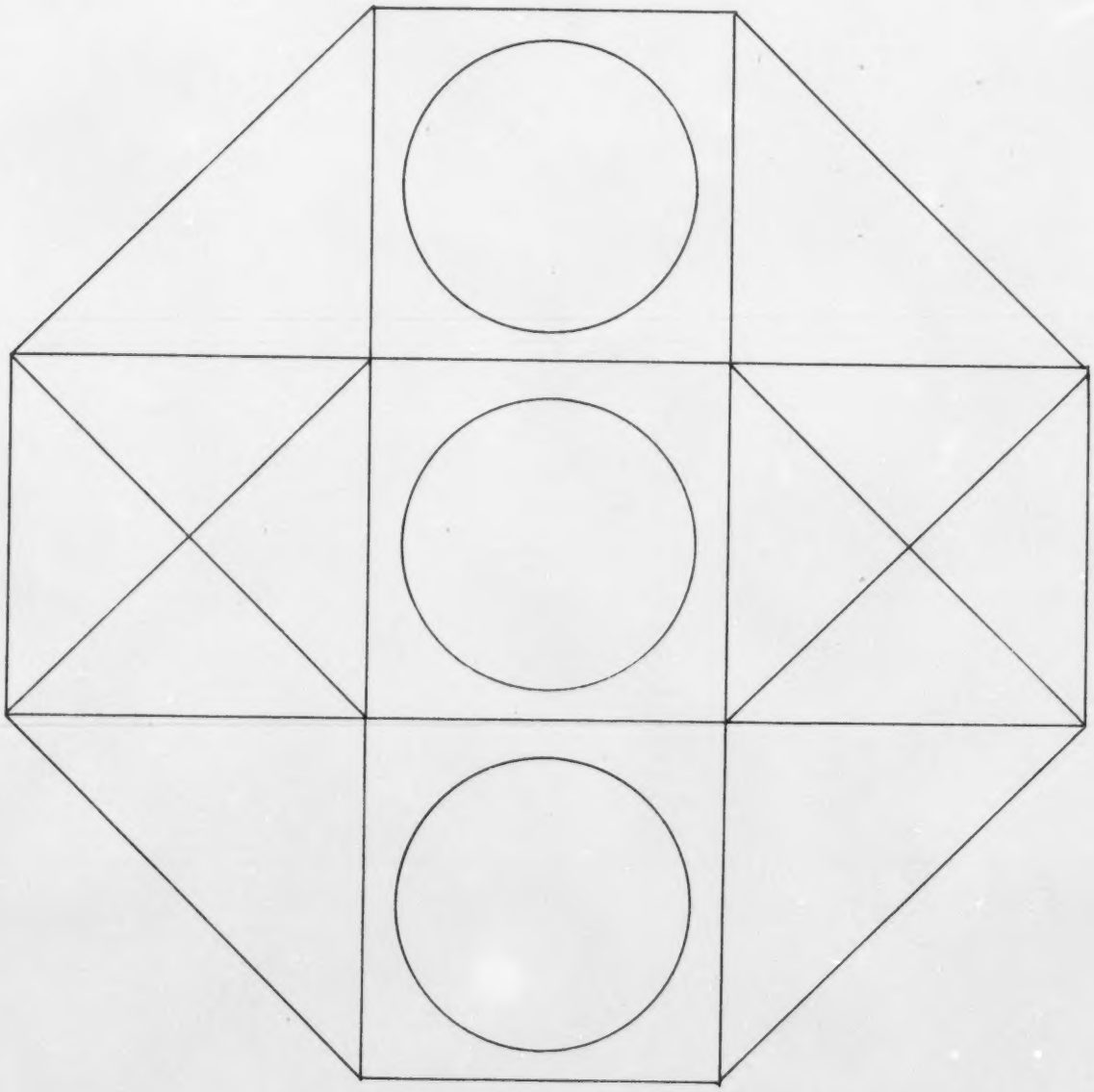
Student Worksheet #7 Writing Instructions I

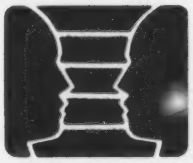
You have 15 minutes to write instructions for the design below for another student in the class. Your written instructions are the only communication allowed. The person to whom you give the instructions may not look at your design or ask any questions. The person receiving the instructions will have 10 minutes to complete the drawing.



Student Worksheet #8 Writing Instructions II

You have 15 minutes to write instructions for the design below for another student in the class. Your written instructions are the only communication allowed. The person to whom you give the instructions may not look at your design or ask any questions. The person receiving the instructions will have 10 minutes to complete the drawing.





SESSION SIX

TOPIC: Communicating through Body Language

OBJECTIVE: Students will have an opportunity to develop an understanding of how body language can help them improve their speaking and listening skills.

SURVIVAL SKILLS EMPHASIZED:

- Basic speaking skills
- Using initiative
- Getting along with others
- Knowing what is expected

IMPORTANCE: People communicate with each other not only by using words but also by using and interpreting body language. Gestures, facial expressions, posture, and eye contact all give speakers and listeners valuable information. Sometimes people "talk" to each other without using words at all. Body language is the first form of communication we use before we learn to understand words. Although we usually don't think about it much, we are constantly "listening" to and interpreting body language.

In work situations, being alert to body language helps workers understand the full meaning of what another person is saying. In addition, workers can use their own body language to a) help them become more effective speakers and b) help them become more effective listeners.

MATERIALS AND EQUIPMENT:

- Transparency #4 - Attentive Posture
- Transparency #5 - Eye Contact
- Transparency #6 - Following
- Student Worksheet #9 - Observer's Worksheet
- Overhead projector

ACTIVITY: Communicating through Body Language

1. Begin the class by asking students to suggest ways they can tell if a person is listening "just by looking at the person." Write the students' responses on the chalkboard. Some possible responses are:

   - the person looks at you
   - by the person's facial expression
   - by the way the person stands or sits
   - whether the person is doing something else, like reading or watching TV

2. Explain that people can improve their listening habits by using three simple techniques:

   - attentive posture
   - eye contact
   - following

3. Project Transparency #4 - Attentive Posture.

   - Explain that relaxed, comfortable posture lets the speaker know that you are really listening and not just waiting impatiently for your turn to talk.

   - By assuming attentive posture, a listener usually feels more attentive!

   - Attentive posture also affects the speaker by giving support and making him/her more comfortable.

4. Project Transparency #5 - Eye Contact.

   - Explain that eye contact is a two-way exchange of messages.

   - The speaker "feels" your attention when your eyes meet.

   - However, staring at the speaker is considered rude and is likely to make the speaker uncomfortable. (In a large group, however, such as a lecture or a meeting, it is acceptable to look continuously at the speaker.)

   - By looking at the speaker's facial expressions, you can learn more about what the person is saying.

5. Project Transparency #6 - Following.

- Explain that listening is active and not just something that is done with the ears.
- Following means reacting to what the other person is saying. Following also lets the other person know you are interested.
- You may wish to nod your head in agreement, but do not nod continuously. If you nod continuously, you give the other person the impression that you are only pretending to listen.
- By asking questions, you can help the speaker develop a thought more fully. However, don't interrupt the speaker too often with questions.
- You may wish to let the speaker know you understand by summarizing what the person has said. (For example, you could say, "If I understand you correctly, you are saying . . .").
- If you do not understand, let the speaker know.

ACTIVITY:

1. Divide the class into groups of three students each. One student in each group will act as an observer. The other two students will sit facing each other.
2. Distribute Student Worksheet #9 - Observer's Worksheet to the observers.
3. Instruct the pairs of students to carry on a three minute conversation on the topic, "the importance of communication on the job."
4. Using the Observer's Worksheet, instruct the observers to note the body language of the pair of students.
5. After this three minute round is over, have students repeat the process with a different observer. Assign them the conversation topic, "what is a good listener?"
6. Repeat the process again with the remaining students as the observer. Assign the conversation topic, "the importance of asking questions to effective communication."

FOLLOW-UP: Reassemble the class and discuss the students' experiences and observations. The following questions may be used to stimulate discussion:

- Did any student feel the other person was not listening during the conversation? Why?
- What did observers notice about the posture of the students while they were conversing?
- What did observers notice about the students' eye contact? Was eye contact different when a person was listening than when talking?
- What examples of <u>following</u> (discussed earlier) did observers notice?
- What kinds of body language were used most frequently?
- What types of body language are the easiest to understand? Why?
- How were gestures used as substitutes for words? How did gestures reinforce words?
- In what ways do you think that gestures and other types of body language may be used too much in communication.
- What gestures and other types of body language do you use most frequently? When do you use them?
- What types of gestures or body language occur commonly on the job? What are some examples?
- Why do workers need to be able to recognize and interpret body language?

Transparency #4 Attentive Posture

Turn your body toward the speaker. Be aware of what is happening here and now. Be relaxed . . .

but not too relaxed!

Lean slightly toward the speaker, but be comfortable. Show the other person you are truly listening, not just waiting for your turn to speak.

Transparency #5 Eye Contact

Look the speaker in the eye . . .

but don't stare!

Eye contact means that you and the speaker exchange glances. Changes in the speaker's facial expression help you understand what the person is saying.

Transparency #6 Following

Paying attention means more than just using your ears and eyes . . .

It means becoming actively involved with the speaker.

Let the speaker know you are listening by nodding when you agree, or laughing or smiling at a joke. You may also comment on what the other person says, ask questions, or summarize what you think the other person has said.

Student Worksheet #9 Observer's Worksheet

Discussion Topic _____

Student's name _____	Student's name _____

Describe the POSTURE of each of the students. Does it change, or does it stay the same?

Describe the EYE CONTACT during the discussion. Does each person look at the other more when speaking or when listening?

What does each person do to let the other know he/she is paying attention?

What gestures are used?

Resources for Teachers

BOOKS, ARTICLES, AND ACTIVITIES

Blicq, Ron, *On The Move; Communication for Employees*, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1976.

This book is divided into 6 parts, I. This Business Called 'Communication' (what communication means and improving communication), II. Communicating With Prospective Employers (locating jobs and making good impressions and interviews), III. Communicating As An Employee (communicating with peers, committees, and the union), IV. Communicating When You Become Supervisor (communicating with employees, management, about your work and for your company, V. Communicating When You Go Into Business For Yourself (communicating with customers, companies, and other businesses), and VI. The Style and Shape of Written Communications. Each section is divided into chapters with exercises following almost every chapter.

Krupar, Karen R., *Communication Games*, The Free Press, New York, 1973.

Uses the game theory approach to give students opportunities to observe and criticize their communication behavior in small group situations. The games are designed to help students understand and evaluate their interactions with others.

Melrose, John, *BUCOMCO--A Business Communication Simulation*, Science Research Associates, Inc., Chicago, 1977.

A business communication simulation designed to give students an opportunity to apply a variety of communication skills. Students become "employees" of a fictitious organization and are actively involved in speaking, writing, problem solving, and decision making.

Schachter, Norman and Alfred T. Clark, Jr., *English The Easy Way*, South-Western Publishing Co., Cincinnati, Ohio, 1977.

An intensive textbook--workbook on the basic elements of modern English usage. Consists of eleven units: (1) the sentence, (2) nouns, (3) pronouns, (4) verbs, (5) the time of verbs, (6) adjectives and adverbs, (7) prepositions and conjunctions, (8) phrases and clauses, (9) writing sentences and paragraphs, (10) punctuation and capitalization, and (11) word choice. Each unit consists of an explanation, a tryout exercise, application practice, and review exercises.

AUDIO VISUAL RESOURCES

Basic Job Skills: Following Instructions, available from the Audio Visual Service, University of Illinois, Urbana, IL 61801. Request film number 04395. (11 minutes)

Chip, who contends that "rules are for people who can't think for themselves," fails comically when he mistakenly delivers a load of manure

to a restaurant. In contrast to the bumbling Chip, Bob, a computer operator, Amie, a secretary, and Mae, a part-time waitress, all recognize that following instructions is the most efficient way to get the job done. A 1976 production.

Communication: The Nonverbal Agenda, available from the Audio Visual Service, University of Illinois, Urbana, IL 61801. Request film number 83082. (33 minutes)

"The higher the level of management, the more exclusively the job is likely to be communication." Summarizes nonverbal signals and what they reveal: degree of liking/responsiveness and degree of dominance/submissiveness are discussed as revealed in posture, tone of voice, amount of eye contact. Dramatizes and analyzes situations where verbal and nonverbal signals are contradictory. A 1974 production.

Do You Read Me?, People to People Series, Doubleday Multimedia. (12 min. 43 sec.)

Importance of communication, communication as a situation. Emphasis on seeing where other people are, not expecting them to interpret meanings in your way or a "right" way. Communicate--not necessarily to like each other, can communicate to be strangers, (to be left alone). Some discussion of the emphasis non-verbal communication has on conversation, facial and bodily gestures. Written communication does not have qualifying factors; must be clearer, more clearly stated.

English On the Job: Listening & Speaking Skills, Coronet Instructional Media, Chicago, Illinois. (color or black & white; 13 minutes)

This film shows the importance of listening and speaking skills in all jobs. Workers at a service station, a construction site, and a restaurant illustrate some of the skills and techniques useful for holding a job. Being able to tell people what you want, orally, is an important skill. Paying attention, repetition, eliminating needless remarks, and asking intelligent questions are all an important part of oral communication, which is essential in becoming an effective employee.

What Do You Mean, What Do I Mean?: Case Studies in Communication, available from the Audio Visual Service, University of Illinois, Urbana, IL 61801. Request film number 55203. (18 minutes)

The interplay of opinion with perception as a source of misunderstanding and of communication breakdown is the subject of this study. Major problems taken from two case histories, one illustrating how preconceived ideas (assumptions) affect perceptions and one illustrating the interplay of assumptions-perceptions-feelings, are analyzed by Dr. John J. Morse of the Harvard Business School. A 1976 production.